



GRAMMATICAL ERROR ANALYSIS IN ENGLISH EDUCATION STUDENTS' RECOUNT TEXT

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ABSTRACT

Learning English is becoming increasingly important nowadays because we know that English is one of the international languages used to communicate around the world. In Indonesia, English is taught as a foreign language. Learning a different language may be difficult because the target language contains elements other than the mother tongue. These differences may lead students to make some errors in their use. The ability to write a story, which is a communicative skill, requires another competency. The past tense should be learned for being able to write a recount text properly. First, it describes the grammatical errors in the recount texts made by the first-year students of the English Education Department of Faletehan University. In this study, the researcher used the qualitative approach in which the data were obtained from the students' recount handwriting. These writings were later analysed. The grammatical errors were classified into seven groups; errors in producing verb group, errors in subject-verb agreement, errors in the use of articles, errors in prepositions, errors in noun pluralisation, errors in pronouns and errors in pronouns, and errors in the use of conjunctions. The study sample was 688 sentences made by 10 students in the second semester of the English Education Department of Faletehan University in the academic year 2020/2021, taken by cluster random sampling technique. The data were collected using two instruments: a writing test to find the students' grammatical errors. Data on the students' errors were analysed by using descriptive statistics. The result of the study showed that the students made 235 errors classified into seven types of errors which consisted of 153 or 65% errors in using verb forms, 3 or 1.3% errors in the agreement between subject and verb, 10 or 4.3% errors in the use of an article, 30 or 12.8% errors in the use of preposition, 12 or 5.1% errors in pluralisation, 23 or 9.8% errors in the use of the pronoun, and 4 or 1.7% errors in the use of a conjunction. The students' top three frequent grammatical errors were errors in using verb forms, errors in the agreement between subject and verb, and errors in using the article. It is suggested that students still need more practice regarding verbal forms as they were the core knowledge required to relate their past experiences.

Keywords: Grammatical errors, recount text, writing

INTRODUCTION

Language is a way of communicating with one another and a system sound which is structured and used to express feelings, intentions, objectives, etc. It is a peculiar feature of a man, or it may also be regarded as one of the human criteria because only a human being speaks a language. However, a social group would need to develop the ability to speak a language.

After learning the language, to be able to communicate, people should be fluent in

communicative skills. Communicative skill is the knowledge that enables a person to use a language effectively and his or her ability to use that knowledge to communicate. As well as grammar, students must also be familiar with what we call language skills. These skills ease them to communicate. These skills enable them to communicate. They could be listening, speaking, writing, or reading.

English is one of the main languages of international communication. In Indonesia,



English is used as a foreign language, but in Singapore, English is used as a second language. Therefore, English used in some simple vocabularies such as *radio*. As English has become one of the main languages of international communication, it plays an important role in technological and scientific progress. When someone speaks a foreign language, they often faces interferences when they applied their mother tongue grammar of the foreign language. Therefore, English is a global language so that they get some difficulties and need some time to learn and understood.

In composing proper writing, we should note certain aspects. Grammar is an important aspect that should be mastered for a well-structured essay. In this case, writing in a different language is not always as easy as writing in our first language, as there are different rules in writing systems, and these differences sometimes lead to errors. This study focuses on mastering the English grammar of students, especially in writing. Hence, the main reason is students' difficulties in writing a good English composition in order to describe grammatical errors in writing made by the students and explain the possible causes of the errors. Recount is being taught in the first year, so that the students have mastered how to write a good recount text in English. The students have learned the Basic English Grammar and basic of making a good composition and grammar in English. Therefore, it is the nicest way to explore the grammatical errors in writing recount text made by the second year student of English Education.

The word grammar has multiple meanings, and there is no universally agreed definition. In addition, different experts define grammar differently, so grammar does not have a fixed definition. Instead, Leech explains grammar as a reference to how language works when communicating with other people.

Without knowledge of the grammar of a language, we cannot say that we have learned the language. Learning a language without learning grammar also seems impossible because it tells them how to use it.

People learn to build a good message based on the rules they know and try to get the message out to others. These are called grammar. The grammar mechanism cannot be seen concretely because it is somewhat abstractly

depicted in the human mind, but we know it is there because it works. A way to describe this mechanism is through a set of rules that allow us to put the words together in some ways that do not allow others. The meaning of a message conveyed by the language must be converted into words assembled according to grammatical rules, represented by sounds.

Specific acts of writing can serve as a basis for designing the meaning of writing. These writing acts are in line with writing learning that students should make pass through. Writing is about more than words and phrases. We should write a connected series of words and sentences which are grammatically and logically linked.

Writing must be done to understand the past to inform and express what happened. It must be well organized to be understandable to the readers. Writing is not only a public communication but also a way to think. It implies a range of the author's consciousness, such as the content of thoughts, the style of ideas, the organization of ideas, the purpose of thought, etc. These actions lead us to create a fair and prudent reflection that is strongly necessary when producing good writing.

Writing as one of the four linguistic skills, in real contexts, is not a lonely undertaking; it is a social act. It is not an activity in its own right but rather an activity that serves other skills related to grammar, listening, speaking, and reading.

Before writing, we should plan what we will write and the aims of the essay. After that, we can start writing. Then, we can produce some drafting and editing to get the good writing, which is the final draft. Another thing we should look at is the writing process. It is affected by the content and medium of writing, and the procedures are; planning, drafting, editing, and final draft. After drafting the first draft, we should revise it because good writing might be the fourth or fifth draft or something.

A recount is a reconstruction of something that happened in the past. It is the sequence of events over time, and the goal is to recount what happened. Recount stories start by telling the reader who was involved, what happened, where this event occurred, and when it happened. The sequence of events is then described in a kind of order, e.g., a time order. Events are where you write about things that occurred and are identified and described in chronological order. And the conclusion reflects a

personal opinion about the events described. Recount means saying how things went, saying how things went, saying what you thought about the things that happened, and mentioning something that will or may occur later.

The generic structure of a recount text includes three parts; orientation, events, and re-orientation or conclusion. The exposure is contextual information that addresses who, when, where, and why. It is also the place where you give a preview of what you write.

A recount has a headline that sums up the whole text. Since the story tells of past experiences, it uses past times, such as simple past, perfect past, continuous past, and continuous perfect past tenses. A recount describes events, action words and explains more details to verbs. It describes events in chronological order. To describe events, the words that relate to events in time can be used, such as following, later, when, then, after, before, and first. The lexicogrammatical features of the recount focus on specific participants, the use of the past, material processes, the circumstances of time and place, and the focus on the temporal sequence.

There are two ways of conceptualizing 'interlanguage/IL.' First, it may refer to the abstraction of a learner's language, the aggregation of forms, processes, and strategies that learners use to learn another language. Second, 'IL' can be used to refer to some concretizations. Errors are usually generated by people who do not yet fully master a standardized language system.

The error themselves are the mistake of competence. Errors are caused by a lack of skill and knowledge of the language. Learners make errors when they do not learn something correctly. It can be concluded that the error relates to deficiencies in the correct use of the language system caused by factors such as neglect, memory loss, and physical condition. However, the error refers to the failure to use the system correctly, rendered by the lack of skill of the learners.

An error is different from a mistake. A mistake refers to a performance error that is either random or a slip in that it is the fault of using an adequately known system. A mistake relates to performance errors that are an arbitrary assumption or error, which is a failure. Hesitation and language slip-ups cause mistakes. The learner who makes mistakes will sometimes use one form

and sometimes others. That point shows an inconsistency.

The sources of errors in language study can be derived from the interference of the learners' native language and the general characteristics of learning the rule. Errors caused by the rule's general learning features are also called intra-linguistic errors, and errors caused by student mother tongue interference are called interlanguage errors.

METHODOLOGY

The research has two stages of data retrieval: collect data and analyse students' writing. Merriam in Nunan (1992:77) says the qualitative case study can be defined as an intensive and holistic description and analysis of an entity, phenomenon, or social unit. The case studies are specific, descriptive and heuristic, and rely heavily on inductive reasoning in handling multiple data resources. The participants of the study are the class of second year of English Education Study Program of Faletahan University in the academic year 2021/2022 which consists of 1 class and consist of 10 students. The researcher chose them to be the subject of this study because they have already learnt English grammar in Basic English Grammar course at the first year and they also use more English in the classroom teaching-learning process.

In conducting the research, the researcher came to the class and explained the recount text. To refresh students' understanding of the story in recount text, the researcher asked them to write a story in recount text, analysed and described students' mistakes.

The research instrument used was the free recount text writing made by the students, which the researcher applied as the data to be analysed and described the errors made by the students. To collect the data, the researcher used the classroom to explore the students' errors as the final project is to find our grammatical errors in writing a recount text. The researcher came to the class, asked students to write a recount text on the piece of paper about a holiday, collected their works, and analysed them to obtain the data as objectively as possible.

In analysing the data, the researcher uses the error analysis method. Corder in Ellis (1994:48) suggests the following steps conduct an error analysis research:



- 1) Collection of samples of learner language (Deciding what samples of learner language to use for the analysis and how to collect these samples),
- 2) Identification of errors (Identifying the errors by underlying the errors the learner made,
- 3) Classification of errors (grouping the errors found and stating the classes of the errors,
- 4) Explanation of errors (explaining the errors by establishing the source of the errors and calculating how often the errors appear,
- 5) Evaluation of errors (Evaluating the errors step involves tabelizing the errors and drawing a conclusion.

In the first step, the researcher studied the acquired data and tried to find out the grammatical errors by underlying the errors. The researcher attempted to analyse the data as objectively as possible. Once the errors have been identified, the researcher classified them into seven categories. They are errors in using verb forms, errors in an agreement between subject and verb, errors in the use of an article, errors in a preposition, errors in noun pluralisation, errors in pronoun use, and errors in the use of pronouns use of a conjunction.

The researcher calculated the errors to know how frequent the students have made these errors with the formula:

$$P = \frac{n1}{\sum N} \times 100\%$$

- P : percentage of each error
 N1 : total of the given error
 $\sum N$: total of the whole errors

Once the errors are calculated and arranged, the researcher made a table for the analysis results. This table is meant to ease the identification of the percentage of each error. Therefore, the analysis of the grammatical errors in recount writing text made by the students in the class in the second grade of English Education Program of Faletahan University is presented in the form of a table. The last step would be drawing a conclusion based on the analysis. In this step, I have to make a valid conclusion in a brief description of the errors.

RESULTS AND DISCUSSION

After collecting and analysing the data, the researcher found that there were a lot of grammatical errors. The errors are classified based on traditional English grammar. They were seven classifications of the errors as follows:

- 1) errors in using verb groups: 153
- 2) errors in subject-verb agreements: 3
- 3) errors in the use of articles: 10
- 4) errors in the use of prepositions: 30
- 5) errors in pluralisation: 12
- 6) errors in the use of pronouns: 23
- 7) errors in the use of conjunctions: 4.

As stated previously, to calculate the frequency of each error, the researcher employed the formula as follows:

- 1) Errors in using verb groups
The errors in this area are 153, the total errors are 235, so the frequency of this error is 65%.
- 2) Errors in subject-verb agreements
The total errors in this area are 3, so the frequency is 1.3%.
- 3) Errors in the use of articles
The occurrence of this error is 10, so the frequency is 4.3%.
- 4) Errors in the use of prepositions
The errors in the use of prepositions are 30, so the frequency is 12.8%.
- 5) Errors in pluralisation
These errors occur 12 times, so that the frequency would be 5.1%.
- 6) Errors in the use of pronouns
The total of this error is 23, so the frequency is 9.8%.
- 7) Errors in the use of conjunctions
The sum of the last error is 4, so the frequency is 1.7%.

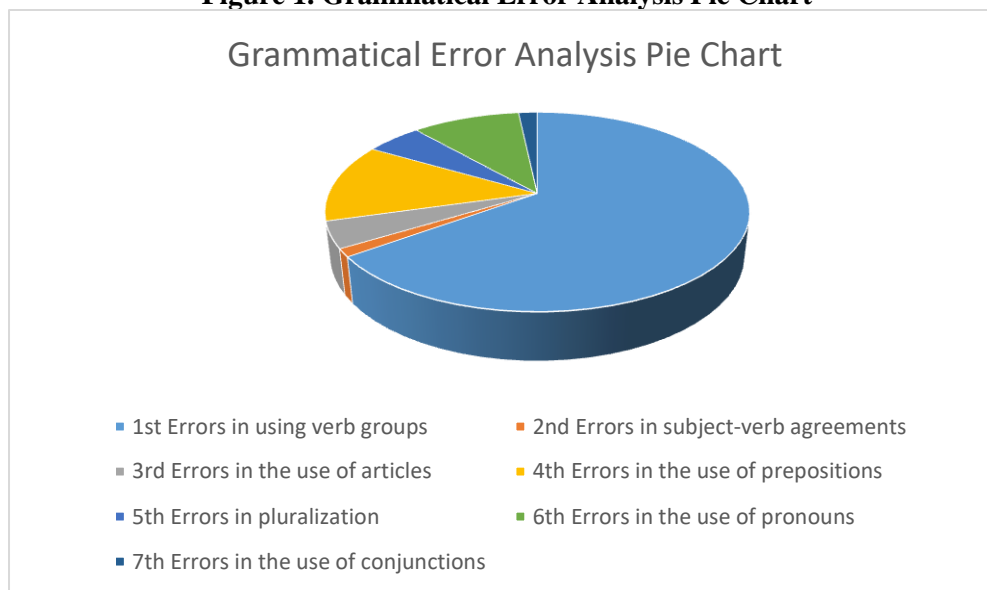
Table 1. Errors Found in Students' Writing

NO	TYPE OF ERRORS	TOTAL OF ERRORS	(%)
1.	Errors in using verb groups	153	65.0%
2.	Errors in subject-verb agreements	3	1.3%
3.	Errors in the use of articles	10	4.3%
4.	Errors in the use	30	12.8%

	of prepositions		
5.	Errors in pluralisation	12	5.1%
6.	Errors in the use of pronouns	23	9.8%
7.	Errors in the use of conjunctions	4	1.7%
TOTAL		235	100%

Based on the finding of the analysis, it shows that the students made a total of 235 errors which consist of 153 or 65% errors in using verb forms, 3 or 1.3% errors in the agreement between subject and verb, 10 or 4.3% errors in the use of articles, 30 or 12.8% errors in the use of prepositions, 12 or 5.1% errors in pluralisation, 23 or 9.8% errors in the use of the pronouns, and 4 or 1.7% errors in the use of a conjunctions.

Figure 1. Grammatical Error Analysis Pie Chart



CONCLUSION AND SUGGESTIONS

According to the findings, it can be concluded that the students have not mastered the use of verb groups. We can see it from the number of errors made. Although they had been taught about it previously, they were still confused about which to use when making a grammatical sentence. It could be because, in Indonesian Language, we do not have verb conjugations. We do not have time to signal in expressing ideas. They are unfamiliar with this form and because English is still foreign language for them, and those are the possible causes of their errors. The students were still confused in agreeing on the subject and verb. It could be because in Indonesian Language, there is no agreement between subject and verb. The students were still confused in differentiating whether to use the definite or indefinite articles. It could be because, in Indonesian language grammar, there is no definite article used. The

students were still confused in deciding which preposition should be used, whether to operate in, on, or at. The students overgeneralized the pluralizing of nouns. They just added the *-s/-es* without considering that there were some irregular forms of noun pluralisation. The students were still confused in deciding which pronoun should be used to substitute nouns, whether personal, relative, possessive, or demonstrative. The students applied rules informing past time verb to conjunctions. From the explanations above, the researcher could conclude that the students were still confused in dealing with English grammar systems.

The researcher also would like to offer some pedagogical implications to be considered in teaching to improve the students' writing ability. In teaching English related to its grammar, the teacher should give more easily understood explanations to make the students more interested in learning English, especially the grammar. The lecturer teaches the grammar

elements explicitly with adequate exercises. The teacher should give more exercises. The lecturer should give more practice in applying grammar not only by providing the theory of grammar. Because based on the results, the students seem not quite understand about how to differentiate when to use either past or present form of the verbs. The lecturer could apply a method where he/she explains the correct uses of the verb (when to use past and present) forms, gives examples of the usage, and tests the student's understanding, which will assure the teacher that the students understand it. Otherwise, the students will ensure the lecturer that the students understand it. Otherwise, the students will face difficulties in differentiating past and present forms of verbs whenever they learn English. It is the fundamental step to learn English. The lecturer could also apply the communicative language teaching method primarily when he/she teaches English grammar. In writing class, the teacher should give more writing exercises to the students to be familiar with English writing forms.

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